

Kay Rowe Nursery School



Together a better future

***Kay Rowe Nursery School
and Children's Centre***

ISEN POLICY

Date: April 2023

Governor's signature: _____

Inclusion and SEND Policy (ISEND)

Policy to promote the successful inclusion of pupils with special educational needs and disabilities (SEND) at Kay Rowe Nursery and Children's Centre (KR).

Our Special Educational Needs and Disabilities Co-Ordinator (SENCO) is Paolina Tempesta (Contact Kay Rowe Nursery School 0208 534 4403)

Our visions and values

At Kay Rowe we are committed to the early identification of children with special educational needs and disabilities (SEND) and to adopting clear and open procedures which are outlined in this policy. The purpose of this policy is to provide clear guidance on how we provide effective inclusive provision for children and families with special educational needs and/or disabilities. We are committed to the full implementation of the 2014 SEND code of practice: 0-25 years. Kay Rowe has been awarded the IQM (Inclusion Quality Mark) Flagship status for the past 2 years, following an external audit and review.

We are committed to working closely with parents/carers who are fully involved in decisions that affect their child's education. Kay Rowe provides, within available resources, the highest possible quality support and inclusive education for children with SEND.

We believe that inclusive education is an effective way to combat discriminatory attitudes and contribute towards the creation of welcoming and inclusive communities. An inclusive approach celebrates diversity and promotes equality of opportunity. At Kay Rowe we are committed to offering an inclusive curriculum, to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs (SEN) and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

Kay Rowe follows the Special Educational Needs Code of Practice: 0-25 (2014) as laid down in the DFES guidance. This is a graduated approach and recognises there is a continuum of SEND.

We use our best endeavours to make sure that a child with SEN gets the support they need.

We ensure that children with SEN engage in the activities of the school alongside children who do not have SEN.

We inform parents when we are making special educational provision for a child .

Guidance

- This policy complies with the statutory requirements laid out in the SEND Code of Practice (January 2015) and has been written with reference to the following guidance and documents:
- Equality Act 2010: Advice for school DFE Feb 2013
- SEND Code of Practice 0-25 (Revised Jan 2015)
- Schools SEN information Report Regulations (2014)
- Statutory Guidance on Supporting pupils with medical conditions (April 2014)
- Teacher Standards (2012)
- Kay Rowe own documents and policies (See Policies)

The Inclusion Team at Kay Rowe:

The SEND coordinator is Paolina Tempesta.

Senior Team Lead Early Years Educator: Nadia Briyaj (Forest School Lead)

Two part time Early Years Educators: Malika Doodwhala and Rooksana Begum

Part time Nursery Nurse: [Aneesha Patel](#)(Forest School Practitioner)

Inclusion team apprentice: Gurpreet Notrya

Speech and Language Therapist Aysha Aboud (One day per week)

Biodynamic Craniosacral Therapist and dance therapist Louise Klarnett (Half a day - x2 per month)

The inclusion governor, with an interest in SEND: Matt Brooks.

The Governing Body as a whole is responsible for making provision for pupils with SEND.

The co-ordination of special educational provision is an integral part of Kay Rowe's School development Plan (SDP) which is monitored by the governors.

The role of the SENCO.

- Works with other staff to implement the SEND Policy.
- Coordinates provision for all children with SEND.
- Liaises with and advises staff.
- Assists the Inclusion Team and staff in planning for children with SEND.
- Contributes to in-service training and supports staff professional development.

- Liaises with Local Authority support services and other external agencies.
- Keeps appropriate records.
- Ensures parents are closely involved throughout and that their insights inform action taken by the setting. Furthermore offering support for parents and carers.
- Maintains the SEND register and oversees the records of all the children with SEND

The role of the Class teacher / keyworker

Each class teacher is responsible for:

The progress and development of every pupil in their class through high quality teaching / quality first teaching.

Working closely with the inclusion team and educators to plan, assess the impact of support and interventions and how they can be linked to classroom teaching.

Working with the school SENCO to review each pupil's progress and development and decide any changes to provision.

Provide information, reports or attend review meetings.

Admission arrangements.

The Governing Body has agreed with the Local Authority (LA) an 'admissions criteria' which does not discriminate against pupils with SEN or disabilities. Kay Rowe's Admissions Policy has due regard for the guidance in the Code of Practice 2014 (COP). The school has an Accessibility Plan which is appended to this policy.

As a Centre KR aims to support families in the early identification of SEND and offers a range of SEND outreach services. We also offer children with SEND extended transition arrangements and early admissions whenever possible.

Staff training.

The school audits training needs for all staff taking into account school priorities as identified in the School Development Plan (SDP), as well as individual continued professional development (CPD). All staff have access to a range of courses offered by the local authority and are encouraged to attend on a regular basis. The buy -in Speech and Language Therapist provides training and advice for staff.

Early identification, assessment and intervention

A child has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which either prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age. A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which she or he will be taught.

KR aims to:

- Remove barriers to learning.
- Raise expectations and achievements.

Identification of special educational needs.

Children with special needs may become known to our setting in a number of ways:

A family may indicate that their child has a particular need when they register their child for a nursery place.

Staff may become aware of children with special needs who are attending sessions based in the Children's Centre or the Nursery School such as: SEND Stay and Play group or Universal Stay and Play groups or Pre Nursery sessions.

Staff may become aware of children with special needs during home visits prior to their starting date at Nursery.

Learning support services who are working with the families in the area may contact the school or advise the family to contact the school.

Early Intervention

Early intervention is vital to ensure that children who have difficulties in learning receive the help they need as soon as possible. KR is committed to early identification of SEND and adopts a graduated response to meeting special educational needs in line with the Code of Practice..

There is clear criteria for identification of SEND and agreed referral pathways. KR is committed to addressing the educational, social and medical barriers, which impact on children's learning.

There is no need for pupils to be registered or identified as having SEND unless the school is taking additional or different action. Pupils who have disabilities but no special needs will be recorded on KR's medical register.

The Curriculum

The curriculum we present is broad and balanced. Staff plan activities and learning opportunities, which are developmentally appropriate, differentiated and flexible enough to meet the needs of all children including those with a range of special needs. We recognise that early identification of difficulties and appropriate intervention will give children the best possible start, help them progress and raise achievement. Through our curriculum organisation we aim to enable all children to have equality of access and to reach a high standard of achievement in relation to their potential. In addition to this we offer a range of specialised groups according to need (provision mapping).

Provision Mapping

Our Inclusion Team offers a wide range of activities designed to provide learning opportunities that support and meet the needs of children with SEND. These activities include: specific language activities, Box Clever, Sensory Stories, Developmental Movement, Soft Play, use of the Sensory Room, Story Time, Messy Play, Music Groups, Holistic movement and dance, Environmental Walks and Rock and Roll sessions. Children identified as having additional needs with a support plan/ EHCP will have access to this via the Provision Mapping.

The Code of Practice Procedures

Children may enter nursery with a previously identified special need and may already have involvement from a range of professionals. These children will be placed on the SEN support list. Consideration will be given to the nature of their need and how this will best be met in school. In some cases a special need may not lead to an additional educational need. In the case of some medical conditions a care plan is put into place and no additional educational provision is needed.

Children for whom parents express concerns about their development are monitored and assessed by their key person with the support of the SENCO and the staff team during their settling-in period.

After discussion with the parents a suitable referral will be made or parents sign posted to access services such as advice from Speech and Language Therapy (also available one day a week at Kay Rowe) or via Chatterbox sessions. Other children may remain under observation and offered extra support in nursery in a range of ways.

All children on SEN support (and furthermore have an individual support plan) are included on the School Provision Map which includes their individual needs and the additional support that will be offered in addition to the nursery curriculum. The school Provision Map is reviewed termly and the children's progress is also reviewed to show impact from interventions that they have attended.

All nursery staff are informed of individual children via the SENCO and regular staff meetings where individual children are discussed and any particular concerns or issues can be raised. Staff can also raise concerns about a child with the SENCO at any time or by filling in a 'Cause for Concern' sheet.

The SENCO monitors the implementation of the School Provision Map, offers support to key persons and supports staff that are responsible for carrying out certain programmes. The SENCO, Head Teacher and Class Teacher hold termly meetings with key person's to discuss individual children's progress and to monitor their records.

Key persons meet with the children's parents to set individual targets for them together and the SENCO will also be present in meetings where a child has a special educational need.

Children who have an identified need will have their needs assessed termly and next steps identified.

A support plan meeting to discuss progress will be held with parents/ carers and the key –person and the most relevant person in the inclusion team. Wherever possible, the child's voice will be captured via verbal communication, from careful observations from practitioners and from parents / carers views.

Assessment Places

Currently Kay Rowe is funded by the Local Authority for 18 children (April 2023), who have been identified by the SENCo for assessment places. The nursery is able to use the funds of £8000 per child to creatively support all the children with additional needs. The number of assessment places are reviewed by the Local Authority each year.

Educational, Health and Care Plans (EHCP's)

Some children with SEND would benefit from an EHCP. It can be triggered by the nursery or the parent. If a request is made and agreed by the local authority, the SENCO will:

Coordinate provision based on the Specifications in the plan.

Support the class teachers and educators in delivering the set targets.

Liaise with external support agencies as appropriate.

Coordinate reviews by inviting professionals and parents to a review meeting.

Transition

When children on the SEN register are due to go to primary school a transition programme is implemented as soon as possible, usually 8-10 weeks before transfer. The SENCO liaises with the parents/carers and SENCO of the primary school to ensure that effective arrangements are in place to support the child transition smoothly. Specific issues which may cause the child difficulty in transition are considered and where possible, strategies put into place to ease them. A review meeting is also held and staff from the receiving school, along with parents/carers invited to attend. All information is shared with the primary school in order to ensure a smooth transition.

A Multi-Agency Approach

KR recognises the benefits of working closely with support services and external agencies in order to provide a fully inclusive and supportive learning environment.

Agencies currently used by KR:

- Speech and Language Therapy (SLT).

- Behaviour Support Service (BSS).
- Health Visitors and Community Nurses.
- Early Years Development Advisory Team (EYDAT).
- Area SENCO.
- Language Communication and Interaction Service (LCIS)
- Complex Needs and Dyslexia Services (CNDS)
- Educational Psychology
- Occupational Therapy
- Family Support Workers
- Physiotherapy Services

Children's Profiles and Assessment

All staff use the [Early Years Foundation Stage](#) EYFS to plan appropriate learning and development experiences based on the children's interests.

We have furthermore devised a 'Curriculum for Kay Rowe.' We have made the curriculum all about Kay Rowe and outline what we feel children should be learning whilst they are here. We started by thinking about how important it is to get to know our children at Kay Rowe really well and reflecting on what a child at Kay Rowe needs to learn.

We recognise the importance of assessment and recording children's progress. We use online 'Learning Journals' to track and record a child's progress and next steps. Parents contribute to the online journals having direct, secure access to their child's individual profile. Parents are invited in to discuss their child's needs/progress for 'Spotlight' meetings (on Learning Journals).

The school Provision Map sets out all the provision in place to meet the different needs of the children on the SEN register. The child's support plan which is shared with the local authority has specific interventions and groups which the child will access.

Concerns about progress can be raised by the parents or the key person at 'Spotlight' or informal meetings. Children's progress is monitored throughout the term and children who make limited progress are identified and supported through appropriate action.

Success Criteria

Success criteria will be reviewed by the Leadership Team (LT) and the Governing Body will detail the successful implementation of the policy and the effectiveness of the provision made.

Evidence used to demonstrate this:

- Monitoring of classroom practice by the school's LT/SENCO/Speech and Language Therapist
- Monitoring of procedures and practice by designated SEND governor.
- School's Self-Evaluation.
- OFSTED inspection reports.

- School Development Plan.

This policy will have been successful if:

- Parents/carers of children with SEND feel involved in their child's education and supported in their relationships with outside agencies.
- Children with SEND are enabled to fully access the curriculum.
- Children with SEND are achieving the targets on their 'Support Plans' and 'Next Steps' and are making progress appropriate to their stage of development.
- Reviews demonstrate sustained progress and achievement.
- Relationships between the school and outside agencies are effective in meeting the needs of the children and promoting inclusive practice.
- Children with SEND have a smooth transition to their new school because of effective strategies put in place.

Partnership with Parents and Carers

At KR we believe that parent's/carer's knowledge, views and concerns are an integral part of the process of identifying and addressing their child's SEND and their involvement as partners vital.

The effectiveness of any intervention depends upon their level of involvement. Parents/carers are involved and consulted throughout the process. Procedures are explained so that there is a close working relationship and that parents/carers are aware of the targets set for their child and the support that is being provided. They are also offered advice about how they can work with their child at home.

Consultation with parents is made informally on a daily basis as well as at Parent Conferences and review meetings. Additional consultations can be made at either the parents/carers or our request at a mutually convenient time.

Parents/carers may bring a friend to meetings for support. KR will make arrangements for an interpreter or translator to be present at meetings when necessary. Newham's Parent Partnership Service offers support and advice for parents/carers of children with SEND. Their telephone number is available through the school.

Complaints Procedure

Staff liaise closely with parents/carers at all times, however, in the event of parents/carers feeling unhappy about the school's response to their child's needs the LA complaints procedure will be followed. The complaints policy is on the website or a parent can request a hard copy from the Reception or the Head Teacher. Concerns should always be firstly discussed with the child's teacher or key person and then with the SENCO or Head Teacher if they have not been resolved. Complaints are mostly resolved informally.